

Arizona Promising Practices Awards 2008 Application Guidelines



The Arizona Character Education Foundation and the Arizona Department of Education is sponsoring *Promising Practices Awards* 2008 to recognize schools in Arizona that have developed and implemented a practice that promotes character development in their schools. This program is modeled after the Character Education Partnership National Schools of Character® awards program.

If your school or district has developed and successfully implemented a unique practice, we encourage you to apply for a Promising Practices award. We do **not** want a description of your whole character education program, but rather for a specific practice or aspect of your program that other schools may learn from and even replicate.

State Recognition

An independent panel of judges will select those practices that are deemed to qualify as Promising Practices. Those selected will be awarded \$100 and a certificate. Practices selected will be featured on the ADE and CEF websites, www.ade.az.gov/charactered and www.azcharacteredfoundation.org.

Eligibility Criteria

To be eligible to participate, a school must:

1. Be a public or charter school with some combination of grades Pre K-12. Note: there are no applicable requirements pertaining to age of school or program.
2. Not refuse the U.S. Department of Education, Office of Civil Rights (OCR) access to information for investigating a civil rights complaint or conducting a district wide compliance review.
3. Not have received a letter of findings from OCR to the school's district concluding that the nominating school violated one or more of the civil rights statutes, or there is a district wide violation possibly affecting the school that is submitting an application.
4. Not have a pending suit against the school's district from the U.S. Department of Justice alleging the school or district has violated one or more civil rights statutes or the Constitution's equal protection clause.
5. Have met all areas of state compliance and have no unresolved complaint issues by January 1, 2008.

How to Apply

Schools must complete the following documents included in this application:

- Part I: Cover Sheet
- Part II: Background Information
- Part III: Narrative Responses

All applications must be postmarked and mailed by regular or electronic mail by November 30, 2007.

Email: charactered@azed.gov

Mail: Arizona Department of Education
Character Education and Development
1535 W. Jefferson St. Bin #18
Phoenix, AZ 85007

Please provide responses to the three narrative questions using the following technical specifications:

- One-sided Word document
- Maximum two pages in length describing ONE practice only. If desired, you may submit an additional application for a separate practice.
- Times New Roman 12 point font
- Double-spaced
- 1 inch margins (top, bottom, sides)
- No additional materials such as photos, CD's, survey data, etc. will be accepted. (If your practice is selected, we may ask for a digital photo or other materials to show your practice in action.)

Evaluation Criteria

Though numerical scoring of applications will not be conducted, CEP's *Eleven Principles of Effective Character Education*™ will serve as an informal rubric in the evaluation of applications. These eleven principles can be found on the last page in this application or at www.character.org.

For more information, contact ADE Character Education and Development at 602-542-1762 or by email at charactered@azed.gov.

Applications due November 30, 2007



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Part I: Cover Sheet

Practice Name _____

Name of Principal _____

Official School Name _____

School Mailing Address _____ Tel. () _____ ext. _____

School Website _____

_____ Email Address _____

City _____ Zip _____

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate. If my program is recognized as a Promising Practice the contents of this application may be made available to the public.

_____ Date _____
(Principal's signature)

Name of Superintendent _____

District Name _____ Tel. (____) _____

District Mailing _____

_____ Email Address _____

City _____ Zip _____

I have reviewed the information in this package, including the eligibility requirements, and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's signature)

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Part II: Background Information

1. Category that best describes the area where the school is located:

- ☐ Urban or large central city ☐ Suburban
☐ Suburban school with characteristics typical of an urban area
☐ Small city or town in a rural area ☐ Rural

2. _____ Number of years the principal has been in her/his position at this school.

_____ If less than three years, how long was the previous principal at this school?

3. Number of students enrolled at each grade level or its equivalent in applying school building:

Pre-K _____	5th _____	10th _____
1st _____	6th _____	11th _____
2nd _____	7th _____	12th _____
3rd _____	8th _____	
4th _____	9th _____	TOTAL: _____

4. Limited English proficient students in the school: _____% _____ Total Number

Number of languages represented: _____ Specify languages:

5. Students who participate in free/reduced-priced meals: _____% _____ Total Number

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

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Part III: Narrative Responses

1. What is the practice and how have you implemented it in your school or

district? Provide a detailed description of a unique and specific practice already taking place in your school or district.

2. How does the specific practice contribute to character development?

(For example, how does the practice help students develop good character? Are there activities for reflection and feedback from students and staff?)

3. What impact is the practice having on students in your school or

district? (For example, what evidence do you have that students have acquired positive skills, attitudes, or behaviors as a result of this practice? How have you measured success? What student, staff, parent, or community member testimonials speak to the effectiveness of the practice in promoting positive character development?) Please include summaries of any data or survey information that attest to the effectiveness of the practice.



There is no single script for effective character education, but there are some important basic principles. The following eleven principles serve as criteria that schools and other groups can use to plan a character education effort.

Principle 1

Promotes core ethical values as the basis of good character.

Principle 2

Defines "character" comprehensively to include thinking, feeling, and behavior.

Principle 3

Uses a comprehensive, intentional, proactive, and effective approach to character development.

Principle 4

Creates a caring school community.

Principle 5

Provides students with opportunities for moral action.

Principle 6

Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them to succeed.

Principle 7

Strives to foster students self motivation.

Principle 8

Engages the school staff as a learning and moral community that shares responsibility for character education and attempts to adhere to the same core values that guide the education of students.

Principle 9

Fosters shared moral leadership and long range support of the character education initiative.

Principle 10

Engages families and community members as partners in the character-building effort.

Principle 11

Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.